DOCUMENT RESUME

ED 277 733 TM 870 009

AUTHOR Gable, Robert K.; And Others
TITLE The Development of the Pilot Form of the Parent Attitudes toward School Effectiveness (PATSE) Questionnaire.
PUB DATE Apr 86
NOTE 66p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 1986). Appendix A not included in report. Tables 3 and 5 contain small print.
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Attitude Measures; *Construct Validity; Content Validity; Elementary Secondary Education; Factor Structure; *Parent Attitudes; Parent School Relationship; Rating Scales; *School Attitudes; *School Effectiveness; *Test Construction; Test Interpretation; Test Reliability; Test Validity
IDENTIFIERS Connecticut; *Parent Attitudes toward School Effectiveness

ABSTRACT

The development of the Parent Attitudes toward School Effectiveness (PATSE) questionnaire was conducted in two phases. The pilot test form contained 47 items reflecting parents' attitudes toward 6 categories: (1) school and community relationships; (2) clear school mission; (3) high expectations; (4) safe and orderly environment; (5) instructional leadership; and (6) frequent monitoring of student progress. The measure was constructed in a five-point Likert rating scale format, including both negatively and positively worded statements. The categories and items were generated from literature reviews on school effectiveness, teacher questionnaires used in the Connecticut Secondary School Effectiveness Project, and an expert panel. The measure was completed by about 30 percent of parents receiving a mail survey; item analyses and reliability data were generated from the 625 respondents. Results supported use of the PATSE scales. A few items were able to be deleted, and high intercorrelations among scales were noted. Family and school variables were briefly examined. The second phase of test construction examined construct validity using principal component analysis and oblique rotation. Ten resulting components accounted for 55 percent of total variance. Sample score reports include the 47 items. An eight-page bibliography concludes the document. (GDC)

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Robert K. Gable and Christine A. Murphy
University of Connecticut

Christopher Hall
Connecticut State Department of Children and Youth Services

Ann E. Clark
Capitol Region Education Council

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Paper presented at the annual meeting of the National Council on Measurement in Education, San Francisco, CA, April, 1986

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The Development of the Parent Attitudes Toward School Effectiveness (PATSE) Questionnaire

Robert Gable
University of Connecticut

Christine Murphy
University of Connecticut

Christopher Hall
Connecticut State Department of Children and Youth Services

Ann Clark
Connecticut Capitol Region Education Council

The development of the English and Spanish versions of the Parent Attitudes Toward School Effectiveness (PATSE) questionnaire are described. The PATSE includes nine parent demographic questions along with 47 items responded to on a 5-point Likert (SD-SA) scale to assess the following areas: School and Community Relations, Clear School Mission, High Expectations, Safe and Orderly Environment, Instructional Leadership, and Frequent Monitoring of Student Progress. Reliability and validity data are reported for 625 parents from three high schools along with illustrative score reports for use by school improvement planning teams.

Acknowledgments

The Parent Attitudes Toward School Effectiveness questionnaire was developed by the Bureau of Educational Research and Service (BERS) at the University of Connecticut pursuant to a contract with the State of Connecticut Department of Children and Youth Services (DCYS). Special appreciation is extended to Chris Hall at DCYS, who initiated the contract and provided helpful guidance throughout the project. We also acknowledge the contribution of Alice Evans from the Connecticut State Education Department, Bureau of School and Program Development, who made available a literature review, item bank, and considerable experience with the Secondary School Effectiveness Project. In addition, we extend a special thanks to the administrators and parents of the three Connecticut high schools (Rockville, Andrew Warde, and East Windsor) who participated in the pilot of the PATSE questionnaire. Appreciation is also extended to the Council for Basic Education, Washington, D. C. and Charles F. Kettering Foundation for their permission to utilize their instruments as models in the development of the PATSE.

Finally, we acknowledge the contributions of Margaret Alexander and Steve Melnick for their assistance in the development of the questionnaire format and Technical Manual, and Gail Millerd for her typing of the questionnaire and Technical Manual.

Introduction

This paper describes Phases I & II in the development of the pilot version of the Parent Attitudes Toward School Effectiveness (PATSE) questionnaire developed by the University of Connecticut, Bureau of Educational Research and Service for the State of Connecticut, Department of Children and Youth Services. Information is provided relative to the development of the instrument and initial data regarding its reliability and validity. The sections which follow include a brief review of literature on school effectiveness and home-school partnerships, a description of the instrument, and preliminary data supporting its reliability and validity. Also included is a section on interpretation of PATSE data along with two sample score reports. Phase II of the development process involves the examination of the validity of the PATSE data interpretations. The preliminary results of a principal component analysis conducted in the context of an examination of construct validity are reported to assist in the comparison of empirically derived item clusters with the judgmentally developed PATSE scales. Based upon the Phase II analyses a second edition of the PATSE is being developed at the current time.

Review of Literature

School Effectiveness Movement

"Effective schools" is a major national movement in

elementary and secondary education and is a novel approach to school-based change (Farrar, Neufeld & Miles, 1983). The work of Coleman (1966) and of Jencks (1972) convinced some educators that they could not make a difference in the lives of poor and minority children (Neufeld, Farrar & Miles, 1983). However, while not doubting Coleman's conclusion that achievement was related to socio-economic status, but rejecting the corollary that schools could not make a difference, other researchers began to locate and describe effective schools (Neufeld, Farrar & Miles, 1983).

Research into effective schools stems from investigations of achievement of children from low-income families. A study of four inner-city schools (Weber, 1971) showed that these low-income minority students' achievement levels were significantly higher than expected when compared with other students in the same socio-economic class. Further research identified four characteristics which seemed to separate more successful schools from less successful: strong leadership, high expectations for all students, an atmosphere conducive to learning, and an emphasis on the pupils' acquisition of basic reading skills assured through frequent monitoring of pupil progress (Hathaway & Worth, 1983). In Connecticut, seven characteristics of an effective school have been identified: Safe and Orderly Environment, Clear School Mission, Home-School Relations, Instructional Leadership, High Expectations, Opportunity to Learn and Student Time on Task, and Frequent Monitoring of Student Progress.

There is no one effective school program. Most programs start with a school-wide planning team which consists of administrators, teachers, and parent representatives (Neufeld, Farrar & Miles, 1983). To date, the secondary schools in the Connecticut School Development Project have not included parent representatives on their planning teams.

The school effectiveness movement is actually a process of school-wide self-scrutiny (Farrar, Neufeld & Miles, 1983). In Connecticut, faculty perceptions of each of the seven school effectiveness characteristics are collected using the Connecticut School Effectiveness Interview and the Connecticut School Effectiveness Questionnaire. Data are also collected from archival and achievement records. The data are analyzed and used to determine which school effectiveness characteristics the faculty wants to improve. However, no data are gathered from parents.

Home-School Partnerships[1]

The home environment has been shown to have a "direct influence" (path analysis studies) on increasing affective, behavioral and cognitive learning (Walberg, 1984). Parents and the home environment have also been shown to have a direct influence on other factors, including the ability of students and prior achievement, motivation and self-concept, and the use of out-of-school time. It is unlikely that educators alone will be able to raise achievement. Programs which involve schools and parents in improving the academic condition in the home have

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[1]See Clark (1986) for a more comprehensive literature review in this area.

achieved outstanding success in promoting achievement (Walberg, 1984). Research reveals that a broad set of parental activities linking school and home are positively correlated with achievement (Linny & Nernberg, 1983).

Parent involvement in school can occur in different ways: in project governance, in instruction, in non-instructional support, in community education, and in school-community relations, as a strong level of parent involvement has been found to characterize many effective schools (Baron & Shoemaker, 1982). According to research conducted in 1976 by the New York State Department of Education, high achieving schools are characterized consistently by parent-principal rapport (Anderson, 1982). Involving parents in the school creates observable benefits for students, parents, and staff (Burns, 1982). In a four year study of various federal programs conducted by the System Development Corporation, no evidence of negative effects of parent involvement was found (Burns, 1982).

Public interest, concern and determination may be as effective as money in bringing about positive change (Lapointe, 1984). The ability of a high school to raise standards, improve school climate and improve attendance rates depends to a large degree on the support and participation of adults outside the school (Farrar, Neufeld & Miles, 1984). Research conducted on

28 different programs aimed at involving parents in the school found that greater parent involvement led to reduced absenteeism, improved student behavior, restored confidence and greater participation among parents, and greater parent support and communication with schools (Moles, 1982). Home-school partnerships can mobilize resources both within and outside the school system to achieve higher levels of learning (Seeley, 1984). It is easier to obtain support, financial and otherwise, from parent and community groups who are involved with the school (Gray, 1984). Furthermore, Seeley asserts that the partnership between the home and the school is one of the most potent strategies for improving the quality of public education (Seeley, 1984).

Schools with effective parent involvement include parents in the assessment of needs and resources (Burns, 1982). The needs of the school, or the students, or parents are determined. The needs assessment process emphasizes problem-solving and shared ownership of problems. The development of the PATSE for assessing parent attitudes toward school effectiveness will contribute to the needs assessment process.

Phase I: Analysis of the PATSE Judgmental Item Clusters

Development of the PATSE

Description of Instrument

The pilot form of the PATSE consists of 47 items which reflect six judgmentally derived content categories (English

and Spanish versions are included in Appendix A). Indicators of school effectiveness chosen for inclusion in the instrument are consistent with those serving as a basis for the Connecticut School Effectiveness Project (Gauthier, 1983). Two additional indicators, Opportunity to Learn and Time on Task, were not included in development of the PATSE. Accurate assessment of these can only be made through direct classroom observation and few parents have the opportunity to participate in this manner. Content category definitions employed in the PATSE are presented in Table 1.

There are between five and eleven items included for each content category. Item numbers representing the six categories are presented in Table 2. Both positively and negatively worded statements have been included within each category. A 5-point Likert scale utilizing the descriptors strongly agree (5), agree (4), undecided (3), disagree (2), and strongly disagree (1) provides the response format.

Content Validation. Items were generated following a review of the literature on school effectiveness. Included in this review were the contributions of Brookover et al. (1982), Edmonds (1982), and Gauthier (1983). In addition, every effort was made to develop items which would parallel in meaning those utilized in the previously developed teacher and faculty questionnaires utilized in the Connecticut Secondary School Effectiveness Project.

Evidence for content validity is primarily judgmental in nature and has been supported by a review of content experts (Gable, in press). Content category definitions and 60 draft items were submitted to 10 content experts in the field of school effectiveness. The panel of experts included: three members of the Connecticut Secondary School Development Project, Bureau of School and Program Development who have worked with school facilitators in the Connecticut Secondary School Development Project and on the development of the faculty questionnaire, one of the major authors of both the faculty interview assessment instrument and the faculty questionnaire, and two school effectiveness facilitators from the Connecticut Department of Children and Youth Services, Division of Planning and Community Development who have worked with several secondary schools involved in the Connecticut School Effectiveness Project as members of the school's planning committee.

On two occasions, content experts were asked to sort the items into mutually exclusive categories and to indicate how comfortable they felt about placement in a particular category. Revised items were then submitted to a group of 11 parents of secondary school children to determine clarity of the items and the extent to which they were able to agree or disagree with each. Final revisions were then made prior to administration of the instrument to actual parent respondents. Readability of the instrument has been maintained at about an average reader's level (i.e., grade eight).

Reliability

Given this judgmental evidence of content validity, it is essential to also examine empirical evidence which represents the actual ratings of parents. Such empirical data is necessary to examine psychometric support for the various item clusters (i.e., scales) in the PATSE.

A pilot study was conducted in which 769 parents from three suburban school systems completed the PATSE. The returns represented a 30% return rate. While the rate was lower than desired, it unfortunately is typical of mailings to parents which reflect a "general educational issue". The method of data collection for all three schools included a direct mailing of the questionnaires which were returned in pre-addressed stamped envelopes.

During Phase I, item analysis and alpha internal consistency reliability data from the 625 respondents with complete sets of data were utilized to examine the PATSE scoring and reporting procedures. Simply put, the following question was addressed with respect to the six scales and total score: Does the PATSE provide accurate assessments of the stated parent attitude constructs?[1]

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[1] This question will be further addressed during the Phase II analyses of the pilot version of the PATSE to be presented later in this paper. While it may have been preferable to base the item analysis and alpha reliability indices on the results of a factor analysis, time constraints dictated that the Phase I version of the PATSE be based upon the judgmentally derived item clusters.

Table 3 contains the following reliability and item analysis data information for the six scales and total score:

Scale Name

Item Numbers

Response Percentages

Item Level Means

Standard Deviations

Correlations (r) Of Each Item With The Scale

Scale Alpha Reliability If The Item Is Deleted

Scale Alpha Reliability

To assist readers in interpretation of these data, a few of the above table sections will be discussed with respect to how they generally contribute to the analysis of the PATSE (see Gable, in press).

Response Percentages. These represent the percentage of respondents selecting each response. Generally, responses should be spread across several of the Likert continuum points.

Means and Standard Deviations. High or low means and low standard deviations could indicate that the respondents were not differentiating among various continuum points. These items will not contribute greatly to the overall scale reliability.

Correlation (r) of Each Item With The Scale. This statistic indicates the extent to which the item correlates with the overall scale score. The items with the lowest correlations should be examined when the scale alpha reliability is low.

Scale Alpha Reliability If The Item Is Deleted. This statistic represents the reliability of the scale score if the item is deleted. The items associated with higher resultant scale reliabilities should be examined.

Scale Alpha Reliability. Alpha internal consistency reliability indicates to what extent the identified cluster of items tends to reflect a homogeneous concept (scale). That is, it reflects how internally consistent respondents were when they responded to the items identified as defining the scale. To the extent that respondents are consistent within the items which define the scale, the alpha reliability will be moderate (r=.60-.70) or high (r=.70+). The higher the scale alpha reliability, the more confidence one can have in using the scale scores for diagnostic purposes.

Beginning with the item level descriptive statistics presented in Table 3, we note that for all of the PATSE items, response percentages, means, and standard deviations document that parents tended to select a variety of response options. This variability in responses is necessary for the items to "work effectively". In addition, the associated item means are generally within the mid-range on the 5-point scale and the standard deviations are appropriately large. (Recall that very high or low means and low standard deviations result in items which do not contribute to internal consistency reliability.)

The alpha reliability and item analysis data presented in Table 3 facilitate the analysis of the effectiveness of each item in contributing to the internal consistency reliability of each PATSE scale. In light of the "burden of response time" one intent of the analysis is to identify the fewest number of items which will result in adequate reliability indices.

The scale level alpha internal consistency reliabilities range from .65 to .83; the total score is associated with a reliability of .94. The scale level reliabilities can be considered adequate with the exception of .69 for Frequent Monitoring of Student Progress and .65 for Clear School Mission. While items 22, 40 and 45 on the Frequent Monitoring scale have the lowest correlations with the scale (see r with scale), note that deletion of items 22 and 40 (see Scale Alpha Reliability if Item Deleted) does not raise the alpha level above .69. Thus, future revisions of this scale should include re-examination of the wording of these two items, the deletion of item 45 and the addition of three new items to the scale. A parallel situation was found regarding the Clear School Mission scale. Future revisions should include a re-examination of items 10 and 47 in addition to the generation of four new items.

Since it is important to reduce the response time to a minimum while maintaining adequate reliability levels, it is also possible to delete some items on the basis of their low correlations with the scale and the negligible effect of the deletion on the scale reliability. For example, the following items could be deleted: High Expectations: 29; Safe and Orderly

Environment: 17; School/Community Relations: 16, 23, 38; Instructional Leadership, 46.

The present alpha reliabilities lend support to the consistency of the responses for the judgmentally derived item clusters employed in the PATSE with appropriate cautions offered for the two scales with reliabilities below .70. These interpretations should be made, however, in light of the relatively high intercorrelations among the PATSE scales which are presented in Table 4. Given the magnitude of the relationships among the scales, caution must be exercised so that score interpretations do not appear to reflect independent areas.

In summary, the alpha internal consistency reliability and item analysis data for the pilot version of the PATSE are supportive of the judgmentally derived item clusters employed. With the possible limitations noted, researchers can be confident in employing the PATSE scales and total score diagnostically as reliable indicators of parental attitudes toward the identified school effectiveness characteristics.

Interpretation of PATSE Data

This section describes some considerations for the interpretation of scores obtained from the pilot version of the PATSE. After comments regarding a technical issue known as "reverse scoring", a procedure is suggested for meaningful score interpretations. We note again that these interpretations are based upon the judgmentally derived item clusters used during Phase I. As a result of the item groupings identified empirically through the principal component analysis carried out in Phase II, the item clusters may change somewhat in the final version of the PATSE. Nevertheless, the interpretation strategies and displays employed during Phase I are illustrative of the techniques to be used for the interpretation of the revised PATSE.

Reverse Scoring For Negative Items

The PATSE has been developed to yield scores which reflect attitudes toward school effectiveness characteristics. The items are scored in a positive direction (i.e., 5=SA, 4=A, 3=U, 2=D, 1=SD) such that agreement with positive items yields high scale or total scores and reflects a more positive attitude toward effective school characteristics. It is essential to note that negatively worded items have been reversed scored prior to calculation of item and scale level means.

Note, however, that Sample Score Reports A and B have been altered to facilitate interpretation. This has been accomplished by changing the negative statements in the PATSE, to positive statements. The statements which have been altered in this manner are designated by the (R) preceding them.[1] (see Appendix B).

Sample Score Report (A)

Scale and Item Level Report. The illustrative scale and item level report provides several useful pieces of information. Each scale is identified in capital letters and is followed by the individual items which comprise it (see Appendix B). The percentage of respondents choosing each response option (1-5), as well as the mean response for each item are also presented. In the lower right the overall scale mean is included.

Interpretation Procedure. Since only pilot data are available, the procedures to be used in interpretation of the final version of the PATSE will be illustrated for the Phase I pilot data. Interpretation will be most helpful if analysis proceeds in a step by step manner. It is suggested that interpretation begin with rank ordering the PATSE scale level means. An example of this step is illustrated in Table B-1. This procedure will assist in identification of areas receiving the highest and lowest ratings from parents. For example, in the Sample Score Report, the scale level mean for Safe and Orderly Environment is 3.91 which appears more positive than the

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[1] In previous work we have found that if the score report presented item level percentages and means after reverse scoring without editing the item stems, users became very confused in interpreting the responses.

scale level mean of 3.28 for School/Community Relations. Similar information can be obtained by developing a profile of the scale level means as illustrated in Figure B-1.

To assist in determining if the perceptions differ across the PATSE scales, some users may wish to create the .95 confidence zone around each obtained scale mean. While we realize that Nunnally (1978) offers cautions regarding centering confidence zones around obtained scores, our experience suggests that inclusion of such statistical data may assist some users in interpretation of the magnitude and/or "educational significance" of the differences in the PATSE scales. We re-emphasize however, that the scale scores are not independent of each other. Thus, users of the PATSE should exercise some caution when identifying PATSE scales with confidence zones which do not appear to overlap. For the data in Figure B-1, it appears that parent perceptions of Safe and Orderly Environment are more positive than their perceptions of several of the other PATSE scales.

The next step is to examine scales with the lowest means. In the Sample Score Report, the lowest mean can be found on the School/Community Relations scale. Identification of scales with low scores will be useful for the development of school level action plans to address these issues. An examination of item level means with special attention directed toward scales with the lowest means, will provide useful information regarding specific items which contributed to the low scale level mean.

Such knowledge will assist in establishing a specific focus for action plan development and implementation. An example of this step is presented in Table B-2.

Sample Score Report (B)

A second score report is included to provide an additional method for displaying item level response percentages. In this report, you will note that there are two response options rather than five. This has been accomplished by deletion of the undecided option and by combination of the agreement and disagreement options (SD + D=disagree; SA + A = agree). The result of this process is to provide a more parsimonious summary of data which can help to determine the tendency toward agreement or disagreement by respondents.

Follow-up Analyses For Selected School Demographic Variables

Users of the PATSE may wish to conduct follow-up analyses on selected school demographic variables included on page one of the questionnaire. Such information may be helpful in targeting parent groups for involvement in action planning. Variables utilized in the illustrative analyses include: school visits per year, parent level of education, and number of parents living at home. A description of these variables is presented in Appendix C, Table C-1. Each of the three variables was designated as the independent variable in a series of t-tests or one-way analyses of variance. The six PATSE scales and total score served as the dependent variables in each separate analysis. These analyses were exploratory in that a large literature base was not present to provide firm support for hypothesized relationships within

the context of examining evidence for construct validity. Some "armchair" hypotheses were created which stated that more positive levels of parent perceptions would be associated with more frequent school visits, high levels of parent education, and having both parents in the home.

Significant differences were noted for each of the three variables with respect to the PATSE scales and total score. Results of these analyses and sources of difference are summarized in Tables C-2, C-3, and C-4. For example, Table C-2 presents the significant differences obtained for high, medium, and low parent visitation groups on all six PATSE scales and total score. Data obtained from this sample suggests that, consistent with our hunch, parents who visited the school frequently have more positive attitudes toward the effective school characteristics measured by the PATSE.

Table C-3 summarizes the results obtained when parent level of education was designated as the independent variable. Results of this analysis demonstrate significant differences on three scales and the total score. These findings suggest that parents who have completed post-secondary educational programs have more positive attitudes toward effective school characteristics than those who have only completed high school.

The number of parents living at home served as the independent variable in the final analysis. Again, significant differences were obtained on two of the PATSE scales and the total score. These results are summarized in Table C-4. Data from this sample of parents suggests that respondents from

two-parent households had more positive attitudes toward some of the effective school characteristics than respondents from one-parent households.

While caution should be exercised in generalizing from small samples to larger groups of parents, much helpful information can be gained from these analyses with respect to parent perceptions of effective school characteristics. While an extensive literature base has not been presented to support the tested hypotheses, the exploratory findings were consistent with the stated hunches and do lend initial support to the construct validity of the PATSE scales and total score interpretations.

Phase II: A Comparison of The Judgmentally and Empirically Derived Item Clusters

Phase II of the development process involves examination of the validity of the PATSE data interpretations. Preliminary results of a principal component analysis conducted within the context of an examination of construct validity are reported to assist in comparison of empirically derived item clusters and judgmentally developed PATSE scales.

Construct Validity

A principal component analysis followed by an oblique rotation (SPSS^{X}) was conducted. Ten components were derived which accounted for 55% of the total variance. The derived components are presented in Table 5. Included as well, are item

judgmental category assignments employed during the content validity stage, item numbers, item stems, ranked loadings and alpha reliabilities for item clusters. Preliminary analyses of these data suggest that three of components (i.e., 2, 4, and 5) are defined by items which clearly reflect the judgmentally determined item clusters and are associated with adequate alpha reliability levels. Three other components (i.e., 6, 7, and 10) are consistent with the judgmental clusters but need additional items to enhance their reliability levels. Finally, four components (i.e., 1, 3, 8 and 9) reflect various combinations of the judgmental categories. These empirically derived item clusters are currently being reviewed by the project staff for determination of their conceptual meanings and appropriate interpretations.

Table 6 presents the intercorrelations among the empirically derived components in the lower left triangle and the intercorrelations among the associated item clusters (i.e., PATSE scales) from the principal component analysis in the upper right triangle. Interpretations of the scale scores for the currently reliable scales (i.e., components 1-5) need to take into account the moderate levels of intercorrelations displayed in the upper right triangle.

Summary

This paper has described development of an instrument to measure parent attitudes toward school effectiveness. Judgmental and empirical item clusters were developed and alpha

reliabilities were generated. Future efforts will be directed toward identification of the conceptual meanings of the derived item clusters and generation of new items for scales with an insufficient number of items.

Table 1

Content Categories

I. SCHOOL AND COMMUNITY RELATIONSHIPS

Parents understand and support the basic mission of the school and are made to feel they have an important role in achieving this mission.
- opportunities
- communication

II. CLEAR SCHOOL MISSION

Clearly articulated mission, through which the staff shares an understanding of and commitment to, instructional goals and priorities. School policies demonstrate push for student achievement.

III. HIGH EXPECTATIONS

Staff believes and demonstrates that students can attain mastery of basic skills and that they have the capability to help students achieve such mastery.

IV. SAFE AND ORDERLY ENVIRONMENT

Orderly, purposeful atmosphere-yet not oppressive. An atmosphere free from threat of physical harm. Includes concerns about discipline, vandalism, student and staff morale, and pupil sense of ownership and pride.

V. INSTRUCTIONAL LEADERSHIP

The principal effectively communicates the mission of the school to staff, students, and parents. The principal applies characteristics of instructional effectiveness in the management of the instructional program.

VI. FREQUENT MONITORING OF STUDENT PROGRESS

Feedback about student academic progress is obtained frequently. Multiple assessment methods are utilized and results of testing are used to improve individual student performance and the instructional program.

Table 2

Parent Attitudes Toward School Effectiveness Scales and Item Numbers

Scales	Item Numbers
School/Community Relations	1 6 11 13 16 18 23 28 31 34 38
Clear School Mission	10 21 25 35 47
High Expectations	4 20 24 26 29 36 39 44
Safe and Orderly Environment	2 5 9 17 30 32 33 41
Instructional Leadership	7 12 19 27 37 42 46
Frequent Monitoring of Student Progress	3 8 14 15 22 40 43 45
Total (All Scales)	

Table 3

Parent Attitudes Toward School Effectiveness: Item Analysis and Reliability Data

(N=625[a])

Scale	Item Number	Response Percentages 1	2	3	4	5	Mean	Standard Deviation	r with Scale	Scale Alpha Reliability If Item Deleted	Scale Alpha Reliability
High Expectations	4	3	19	19	46	13	3.48	1.03	.59	.73	
	20	8	22	39	28	3	2.97	.95	.37	.77	
	24	5	20	25	44	6	3.26	.99	.52	.74	
	26	2	11	13	67	7	3.66	.85	.41	.76	
	29	2	3	10	71	14	3.93	.69	.27	.78	
	36	2	11	18	56	13	3.66	.92	.42	.76	.78
	39	7	32	26	31	4	2.94	1.03	.58	.73	
	44	3	20	23	46	8	3.37	1.00	.63	.72	
Frequent Monitoring of Student Progress	3	2	9	27	54	8	3.56	.83	.37	.66	
	8	2	8	26	57	7	3.61	.79	.42	.65	
	14	9	21	39	27	4	2.95	.98	.48	.63	
	15	2	12	24	51	11	3.58	.91	.47	.64	
	22	1	8	22	63	6	3.66	.73	.34	.67	.69
	40	3	13	6	65	13	3.74	.96	.31	.68	
	43	3	14	34	46	3	3.34	.85	.41	.65	
	45	26	49	12	12	1	2.13	.97	.25	.69	
Safe and Orderly Environment	2	3	9	21	57	10	3.62	.90	.53	.77	
	5	6	15	27	48	4	3.27	.97	.47	.78	
	9	4	9	8	47	32	3.96	1.03	.58	.76	
	17	1	4	7	69	19	4.01	.67	.28	.80	.79
	30	3	10	13	51	23	3.83	.98	.61	.75	
	32	3	7	27	57	6	3.57	.81	.48	.78	
	33	6	15	26	50	3	3.29	.97	.55	.76	
	41	2	11	16	57	14	3.76	.87	.51	.77	
Clear School Mission	10	3	12	13	62	10	3.65	.88	.32	.64	
	21	4	13	25	53	5	3.46	.90	.56	.53	
	25	1	6	45	40	8	3.49	.76	.41	.60	.65
	35	3	14	39	41	3	3.28	.83	.45	.58	
	47	4	7	14	66	9	3.68	.87	.32	.65	
School/ Community Relations	1	18	20	6	41	15	3.12	1.38	.55	.81	
	6	3	9	24	54	10	3.59	.88	.53	.82	
	11	20	44	9	20	7	2.47	1.20	.59	.81	
	13	20	44	15	18	3	2.38	1.08	.63	.80	
	16	7	20	32	34	7	3.13	1.02	.39	.83	
	18	12	32	34	20	2	2.68	.98	.62	.81	.83
	23	5	21	10	55	9	3.48	1.03	.32	.83	
	28	3	12	19	60	6	3.53	.89	.53	.82	
	31	5	26	37	25	7	3.02	.98	.56	.81	
	34	3	10	27	54	6	3.48	.87	.51	.82	
	38	5	33	43	17	2	2.77	.82	.34	.83	
Instructional Leadership	7	11	29	37	20	3	2.75	.99	.56	.76	
	12	2	4	48	32	14	3.49	.83	.51	.76	
	19	1	5	40	40	14	3.61	.81	.56	.76	
	27	3	7	60	25	5	3.22	.75	.53	.76	
	37	9	33	44	13	1	2.66	.86	.51	.77	.79
	42	4	20	30	42	4	3.23	.93	.57	.75	
	46	3	6	40	43	8	3.48	.82	.39	.79	
Total Score (All Items)											.94

[a]Based upon 625 complete sets of data.

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Table 4

Scale Intercorrelations for PATSE Judgmental Categories

	S	C	L	E	M	R
S						
C	.68					
L	.53	.54				
E	.61	.61	.43			
M	.56	.61	.47	.61		
R	.59	.61	.66	.57	.61	

Note. Abbreviations utilized for judgmental categories include:

S=Safe and Orderly Environment
C=Clear School Mission
E=High Expectations
R=School Community Relations
L=Instructional Leadership
M=Frequent Monitoring

Table 5

Principal Component Analysis with Oblique Rotation for P A T S E Response Data

Component	Judgmental Category	Item Number	Stem	Loading	Alpha
1	E	24	Teachers try to help all students achieve.	.64	
	E	20	All students are praised for their performance.....	.63	
	C	35	Teachers in this school feel responsible for student achievement.	.57	
	M	14	Teachers in this school are quick to identify problems	.55	.83
	R	28	In general, the staff is frank and open with parents and students.	.52	
	M	8	Teachers use many different methods .....to assess student progress.	.40	
	C	21	The general goals of this school are very clear.	.35	
2	R	11	Teachers do not contact parents regularly to discuss student progress.	.78	
	R	1	Teachers in this school use either phone calls, letters,..to communicate....	.71	
	R	13	Most of the teachers communicate regularly with parents.	.67	.80
	R	18	Teachers seek ideas and suggestions from parents.	.39	
3	L	19	The principal is not available to discuss matters concerning instruction.	.80	
	L	12	It is difficult to make appointments with the principal.....	.75	
	R	23	I know very little about the policies, programs.....of the school.	.51	.74
	C	25	Important decisions made in this school do not reflect ....goals.	.45	
	L	46	The principal is often seen at school..	.41	
	L	42	The principal communicates the mission of the school to parents.	.38	
4	E	36	Students do well in this school without having to work hard.	.77	
	E	39	Students in this school are challenged to their capacity.	.69	
	E	44	Teachers in this school do not hold consistently high expectations.....	.67	.77
	E	4	Most teachers do not hold students to high standards of performance....	.65	
	E	26	Students are expected to master subject matter at each grade level	.44	

(table continues)

Component	Judgmental Category	Item Number	Stem	Loading	Alpha
5	S	2	Staff and students view this school as a safe and secure place.	.72	
	S	33	Generally, discipline is not a problem in this school.	.68	
	S	9	The school building is generally unpleasant, unkempt, and uncomfortable.	.60	
	S	30	Students and teachers are not proud of their school.	.57	.79
	S	32	The atmosphere in this school is student-oriented.	.44	
5	S	5	The atmosphere in this school is business-like and professional.	.42	
	E	29	Most of the students in this school can be expected to complete HS.	.42	
6	M	22	Students are given standardized tests on a regular basis.	.83	
	M	3	This school uses achievement tests to keep track of students' progress.	.67	.51
7	L	27	There is strong leadership about instructional issues...from principal.	.47	.52
	L	7	The principal leads frequent discuss...	.45	
8	M	8	There is an active parent/school group in which many parents are involved.	.75	
	C	47	School facilities are appropriate for the types of programs offered.	.49	.65
	L	37	The principal regularly brings instructional issues to parents.	.45	
	R	31	It is difficult for parents to contribute to important decisions made in this school.	.42	
9	R	38	Very few parents visit the school.	.60	
	M	45	Teachers send classwork home for me to look at on a regular basis.	.46	.39
10	M	43	Feedback on assignments is given to students regularly.	.61	
	M	40	Homework is assigned on a regular basis by my child's teachers.	.55	.44

Note. Some item stems have been abbreviated.

Note. Underlined item numbers reflect negative stems which were reverse scored.

Note. Abbreviations utilized for judgmental categories include:

S=Safe and Orderly Environment
C=Clear School Mission
E=High Expectations
R=School Community Relations
L=Instructional Leadership
M=Frequent Monitoring

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Table 6

Intercorrelations of Derived Components and Resulting Scale Scores for PATSE Data

		PATSE Scale Intercorrelations									
		1	2	3	4	5	6	7	8	9	10
Factor Correlations	1		.55	.50	.53	.60	.36	.48	.48	.31	.40
	2	.19		.41	.34	.39	.27	.44	.47	.40	.25
	3	.26	.12		.36	.54	.26	.55	.51	.23	.31
	4	.26	.17	.21		.47	.23	.27	.37	.28	.41
	5	.33	.11	.29	.26		.30	.43	.52	.26	.36
	6	.29	.10	.25	.21	.25		.29	.27	.16	.26
	7	.04	.17	.08	.03	.02	.03		.50	.31	.19
	8	.17	.20	.24	.17	.24	.20	.09		.34	.25
	9	.17	.15	.15	.13	.16	.14	.06	.12		.22
	10	.11	.04	.13	.22	.15	.15	.01	.11	.04	

Appendix A

Appendix B

Sample Score Report (A)

N=240

School: Sample School	SD (1)	D (2)	U (3)	A (4)	SA (5)	Mean
SCHOOL/COMMUNITY RELATIONS						
1. Teachers in this school use either phone calls, newsletters, regular notes or parent conferences in addition to report cards to communicate my child's progress to me.....	13	18	5	44	20	3.39
6. The school is open to parents' suggestions and involvement.....	2	8	20	54	16	3.75
11.(R) Teachers contact parents regularly to discuss student progress.....	16	43	7	22	12	2.72
13. Most of the teachers communicate regularly with parents.....	17	43	14	21	5	2.52
16. There is an active parent/school group in which many parents are involved.....	1	7	20	58	14	3.75
18. Teachers seek ideas and suggestions from parents.....	14	26	38	21	1	2.71
23.(R) I know quite alot about the policies, academic programs, and activities of the school.....	2	14	6	63	15	3.74
28. In general, the staff is frank and open with parents and students.....	3	12	17	60	8	3.59
31.(R) It is easy for parents to contribute to important decisions made at this school.....	2	3	7	53	35	4.18
34. It is easy to make appointments to meet with teachers.....	5	8	24	54	9	3.56
38.(R) Many parents visit the school.....	3	23	45	26	3	3.02
					Scale mean	3.28

School: Sample School	SD (1)	D (2)	U (3)	A (4)	SA (5)	Mean
CLEAR SCHOOL MISSION						
10. Instructional materials (such as paper, textbooks, etc.) are provided to students when needed.....	1	11	11	64	13	3.77
21. The general goals of this school are very clear.....	3	10	27	52	8	3.53
25.(R) Important decisions made in this school reflect the general goals of the school.....	1	4	40	42	13	3.60
35. Teachers in this school feel responsible for student achievement.....	3	16	36	39	6	3.29
47. School facilities are appropriate for the types of programs provided.....	1	4	9	72	14	3.95
					Scale Mean	3.63

School: Sample School	SD (1)	D (2)	U (3)	A (4)	SA (5)	Mean
HIGH EXPECTATIONS						
4.(R) Most teachers in this school hold students to high standards of performance in their school work.....	3	18	19	43	17	3.52
20. All students are praised for their accomplishments, not just those who accomplish the most.....	10	22	35	29	4	2.96
24. Teachers try to help all students achieve.....	7	19	21	44	9	3.28
26. Students are expected to master subject matter at each grade level.....	1	13	12	66	8	3.69
29. Most of the students in this school can be expected to complete high school.....	1	1	6	69	23	4.13
36.(R) Students who work hard do well in this school	2	11	15	56	16	3.73
39. Students in this school are challenged to their capacity.....	6	28	24	35	7	3.07
44.(R) Teachers in this school hold consistently high expectations for my child (children).....	5	19	17	46	13	3.44
					Scale Mean	3.50

School: Sample School	SD (1)	D (2)	U (3)	A (4)	SA (5)	Mean
SAFE AND ORDERLY ENVIRONMENT						
2. Staff and students view this school as a safe and secure place.....	4	4	14	57	21	3.87
5. The atmosphere in this school is business-like and professional.....	7	12	20	56	5	3.41
9.(R) The school building is generally pleasant, neat, and comfortable.....	1	2	1	42	54	4.46
17. There are written statements describing codes of conduct for students in this school.....	1	3	6	66	24	4.10
30.(R) Students and teachers are proud of their school,and they help to keep it attractive.....	2	3	7	53	35	4.18
32. The atmosphere in this school is student-oriented.....	2	6	20	59	13	3.76
33. Generally, discipline is <u>not</u> a problem in this school.....	5	10	21	58	6	3.52
41.(R) Rules in this school are clear and consistent.....	2	9	8	58	23	3.91
					Scale Mean	3.91

School: Sample School	SD (1)	D (2)	U (3)	A (4)	SA (5)	Mean
INSTRUCTIONAL LEADERSHIP						
7. The principal leads frequent discussions about instruction and achievement with parents and students.....	12	23	37	24	4	2.86
12.(R) It is easy to make appointments with the principal to discuss instructional issues.....	3	5	38	32	22	3.63
19.(R) The principal is available to discuss matters concerning instruction.....	3	3	32	44	18	3.73
27. There is strong leadership about instructional issues (such as curriculum topics, improving teaching, etc.) from the principal in this school.....	3	12	54	25	6	3.21
37. The principal regularly brings instructional issues (such as curriculum topics, improving teaching, etc.) to parents for discussion.....	6	29	42	21	3	2.86
42. The principal communicates the mission of the school to parents.....	3	14	28	47	8	3.44
46. The principal is often seen at school activities.....	3	6	36	45	10	3.52
					Scale Mean	3.32

School: Sample School		SD (1)	D (2)	U (3)	A (4)	SA (5)	Mean
FREQUENT MONITORING OF STUDENT PROGRESS							
3.	This school uses student achievement tests to keep track of students' progress.....	2	9	29	48	12	3.59
8.	Teachers use many different methods (including samples of students' work and tests) to assess student progress.	2	6	23	57	12	3.72
14.	Teachers in this school are quick to identify problems which students are having in reading, writing or math....	8	18	38	31	5	3.08
15.(R)	There is a system for assessing student learning on a regular basis in my child's (children's) courses.....	1	10	23	50	16	3.69
22.	Students are given standardized tests on a regular basis.....	1	8	26	60	5	3.62
40.	Homework is assigned on a regular basis by my child's (children's) teachers.....	2	14	5	65	14	3.75
43.	Feedback on assignments is given to students regularly.....	3	14	29	50	4	3.40
45.	Teachers send classwork home for me to look at on a regular basis.....	28	48	9	13	2	2.13
						Scale Mean	3.37

Sample Score Report (B)

N=240

School: Sample School		Disagree	Agree	Mean
SCHOOL/COMMUNITY RELATIONS				
1.	Teachers in this school use either phone calls, newsletters, regular notes or parent conferences in addition to report cards to communicate my child's progress to me.....	31	64	3.39
6.	The school is open to parents' suggestions and involvement.....	10	70	3.75
11.(R)	Teacners do contact parents regularly to discuss student progress....	59	34	2.72
13.	Most of the teachers communicate regularly with parents.....	60	26	2.52
16.	There is an active parent/school group in which many parents are involved.....	8	72	3.75
18.	Teachers seek ideas and suggestions from parents.....	40	22	2.71
23.(R)	I know quite alot about the policies, academic programs, and activities of the school.....	16	78	3.74
28.	In general, the staff is frank and open with parents and students.....	15	68	3.59
31.(R)	It is easy for parents to contribute to important decisions made at this school.....	5	88	4.18
34.	It is easy to make appointments to meet with teachers.....	13	63	3.56
38.(R)	Many parents visit the school.....	26	29	3.02
			Scale mean	3.28

Note that response percentages have been collapsed into two categories (agree and disagree) and that the undecided category has been eliminated.

		Disagree	Agree	Mean
CLEAR SCHOOL MISSION				
10.	Instructional materials (such as paper, textbooks, etc.) are provided to students when needed.....	12	77	3.77
21.	The general goals of this school are very clear.....	13	60	3.53
25.(R)	Important decisions made in this school reflect the general goals of the school.....	5	55	3.60
35.	Teachers in this school feel responsible for student achievement.....	19	45	3.29
47.	School facilities are appropriate for the types of programs provided.....	5	86	3.95
			Scale mean	3.63

Note that response percentages have been collapsed into two categories (agree and disagree) and that the undecided category has been eliminated.

		Disagree	Agree	Mean
HIGH EXPECTATIONS				
4.(R)	Most teachers in this school hold students to high standards of performance in their school work.....	21	60	3.52
20.	All students are praised for their accomplishments, not just those who accomplish the most.....	32	33	2.96
24.	Teachers try to help all students achieve.....	26	53	3.28
26.	Students are expected to master subject matter at each grade level.....	14	74	3.69
29.	Most of the students in this school can be expected to complete high school.....	2	92	4.13
36.(R)	Students who work hard do well in this school.....	13	72	3.73
39.	Students in this school are challenged to their capacity.....	34	42	3.07
44.(R)	Teachers in this school hold consistently high expectations for my child (children).....	24	59	3.44
			Scale mean	3.50

Note that response percentages have been collapsed into two categories (agree and disagree) and that the undecided category has been eliminated.

		Disagree	Agree	Mean
SAFE AND ORDERLY ENVIRONMENT				
2.	Staff and students view this school as a safe and secure place.....	8	78	3.87
5.	The atmosphere in this school is business-like and professional.....	19	61	3.41
9.(R)	The school building is generally pleasant,neat,and comfortable.....	3	96	4.46
17.	There are written statements describing codes of conduct for students in this school.....	4	90	4.10
30.(R)	Students and teachers are proud of their school and they help to keep it attractive.....	5	88	4.18
32.	The atmosphere in this school is student-oriented.....	8	72	3.76
33.	Generally, discipline is <u>not</u> a problem in this school.....	15	64	3.52
41.(R)	Rules in this school are clear and consistent.....	11	81	3.91
			Scale mean	3.91

Note that response percentages have been collapsed into two categories (agree and disagree) and that the undecided category has been eliminated.

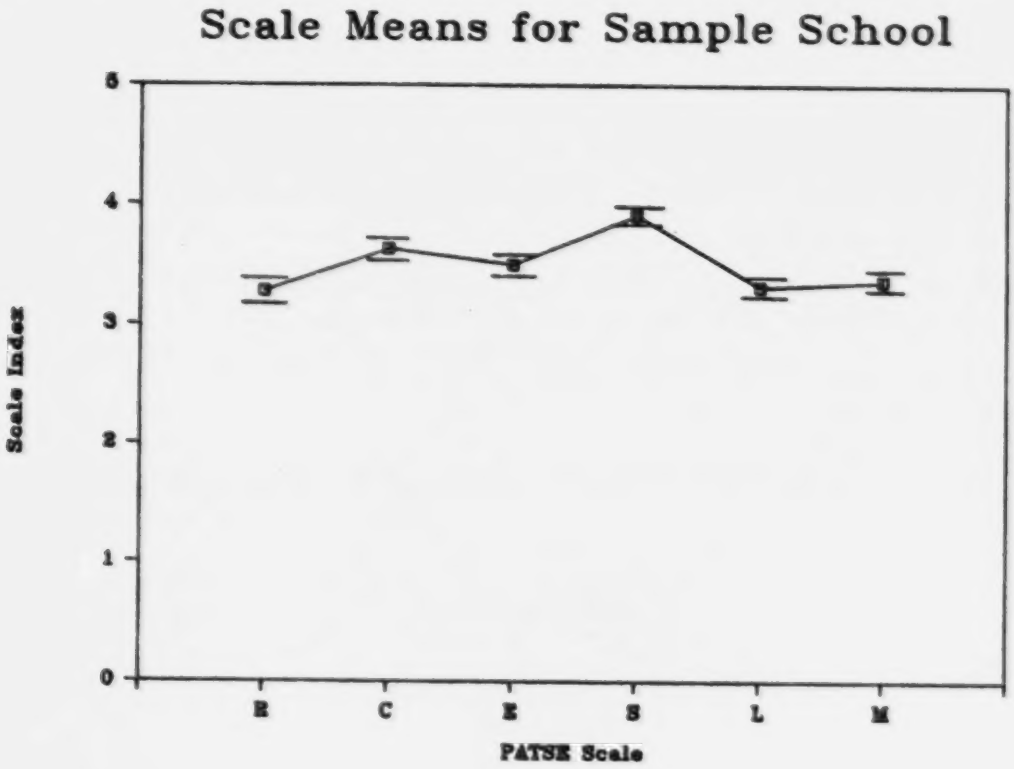
		Disagree	Agree	Mean
INSTRUCTIONAL LEADERSHIP				
7.	The principal leads frequent discussions about instruction and achievement with parents and students.....	35	28	2.86
12.(R)	It is easy to make appointments with the principal to discuss instructional issues.....	8	54	3.63
19.(R)	The principal is available to discuss matters concerning instruction.....	6	62	3.73
27.	There is strong leadership about instructional issues (such as curriculum topics, improving teaching, etc.) from the principal in this school.....	15	31	3.21
37.	The principal regularly brings instructional issues (such as curriculum topics, improving teaching, etc.) to parents for discussion.....	35	24	2.86
42.	The principal communicates the mission of the school to parents.....	17	55	3.44
46.	The principal is often seen at school activities.....	9	55	3.52
			Scale mean	3.32

Note that response percentages have been collapsed into two categories (agree and disagree) and that the undecided category has been eliminated.

		Disagree	Agree	Mean
FREQUENT MONITORING OF STUDENT PROGRESS				
3.	This school uses student achievement tests to keep track of students' progress.....	11	60	3.59
8.	Teachers use many different methods (including samples of students' work and tests) to assess student progress.	8	69	3.72
14.	Teachers in this school are quick to identify problems which students are having in reading, writing or math....	26	36	3.08
15.(R)	There is a system for assessing student learning on a regular basis in my child's (children's) courses.....	11	66	3.69
22.	Students are given standardized tests on a regular basis.....	9	65	3.62
40.	Homework is assigned on a regular basis by my child's (children's) teachers.....	16	79	3.75
43.	Feedback on assignments is given to students regularly.....	17	54	3.40
45.	Teachers send classwork home for me to look at on a regular basis.....	76	15	2.13
			Scale Mean	3.37

Note that response percentages have been collapsed into two categories (agree and disagree) and that the undecided category has been eliminated.

Figure B-1. Profile of PATSE Scale Level Means and Total Score with 95% Confidence Zones for Sample School A (n=240).



Note. Abbreviations utilized for judgemental categories include:

S=Safe and Orderly Environment
C=Clear School Mission
E=High Expectations
R=School Community Relations
L=Instructional Leadership
M=Frequent Monitoring

Table B-1

Rank Ordering of PATSE Scale Means

PATSE Scales - Pilot Version	Mean
Safe and Orderly Environment	3.91
Clear School Mission	3.63
High Expectations	3.50
Total (all scales)	3.50
Frequent Monitoring of Student Progress	3.37
Instructional Leadership	3.32
School/Community Relations	3.28

Table B-2

Rank Ordering of Item Level Means for School/Community Relations Scale-Pilot Version

School/Community Relations Items	Means
31	4.18
6	3.75
16	3.75
23	3.74
28	3.59
34	3.56
1	3.39
38	3.02
11	2.72
18	2.71
13	2.52

Appendix C

Table C-1

Description of Variables Utilized in Analyses

Variable Name	Group	Description # of Visits	Label
School Visits per Year	1	0 - 2	Low
	2	3 - 6	Medium
	3	> 6	High

Variable Name	Group	Description Label
Parent Level of Education	1	Not complete HS
	2	Completed HS
	3	Completed Post-Sec
Number of Parents at Home	1	1 parent
	2	2 parents

Table C-2

Comparisons of Parent Perceptions of Effective School Characteristics for High, Medium, and Low Visitation Groups

Scales	Group	Mean[a]	F	Difference
SAFE AND ORDERLY ENVIRONMENT	(1) Low	3.73		
	(2) Medium	3.89	7.79*	High > Low
	(3) High	4.09		
CLEAR SCHOOL MISSION	(1) Low	3.41		
	(2) Medium	3.68	8.68*	Med > Low
	(3) High	3.80		High > Low
INSTRUCTIONAL LEADERSHIP	(1) Low	3.06		
	(2) Medium	3.39	9.62*	Med > Low
	(3) High	3.50		High > Low
HIGH EXPECTATIONS	(1) Low	3.28		
	(2) Medium	3.58	6.50*	Med > Low
	(3) High	3.63		High > Low
FREQUENT MONITORING OF STUDENT PROGRESS	(1) Low	3.30		
	(2) Medium	3.35	3.75*	High > Low
	(3) High	3.53		
SCHOOL/COMMUNITY RELATIONS	(1) Low	3.10		
	(2) Medium	3.38	4.84*	Med > Low
	(3) High	3.40		High > Low
TOTAL (ALL SCALES)	(1) Low	3.26		
	(2) Medium	3.53	12.00*	Med > Low
	(3) High	3.68		High > Low

Note. Group Sample Sizes: (1) N = 70 (2) N = 75 (3) N = 72

[a]High scores reflect positive attitudes

*Significant at the .05 level.

Table C-3

Comparisons of Parent Perceptions of Effective School Characteristics for Parent Level of Education Groups

Variable Parent Level of Education	Group	Mean[a]	t	Difference
SAFE AND ORDERLY ENVIRONMENT	(2) Completed HS	3.76		
	(3) Completed Post-Sec	3.95	1.98*	3 > 2
CLEAR SCHOOL MISSION				
	(2) Completed HS	3.40		
	(3) Completed Post-Sec	3.69	3.32*	3 > 2
FREQUENT MONITORING OF STUDENT PROGRESS				
	(2) Completed HS	3.25		
	(3) Completed Post-Sec	3.41	2.01*	3 > 2
TOTAL (ALL SCALES)				
	(2) Completed HS	3.30		
	(3) Completed Post-Sec	3.54	2.99*	3 > 2

*Significant at the .05 level.

Note. Group Sample Sizes: (2) N = 53 (3) N = 172

[a]High scores reflect positive attitudes.

No differences were noted for the following scales: School/Community Relations, High Expectations, Instructional Leadership.

Table C-4

Comparisons of Parent Perceptions of Effective School Characteristics for Number of Parents at Home

Variable Parents at Home	Number of Parents At Home	Mean[a]	t	Difference
INSTRUCTIONAL LEADERSHIP	(1) one	3.05		
	(2) two	3.35	2.11*	2 > 1
FREQUENT MONITORING OF STUDENT PROGRESS				
	(1) one	3.11		
	(2) two	3.40	2.57*	2 > 1
TOTAL (All Scales)	(1) one	3.30		
	(2) two	3.54	2.90*	2 > 1

*Significant at the .05 level.

Note. Group Sample Sizes: (1) N = 24 (2) N = 206

No differences were noted for the following scales: Clear School Mission, High Expectations, School/Community Relations, Safe and Orderly Environment, Total (All Scales).

[a]High scores reflect positive attitudes.

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